

Reading – Literary Text (RL)

Expectations for Teaching and Learning

Learning should be modeled, supported, and reflect gradual release of responsibility at all levels.

Teachers should continue to address earlier standards as they apply to more complex text.

Students are expected to build upon and continue applying concepts learned previously.

By the end of second grade, students read four major types of literary texts in print and multimedia formats: fiction, literary nonfiction, poetry, and drama. In the category of fiction, they read the following specific types of texts: historical fiction, contemporary realistic fiction, picture books, folktales, fables, tall tales, and fantasy. In the category of literary nonfiction, they read autobiographical and biographical sketches. In the category of poetry, they read narrative, lyrical, and humorous poems and free verse.

Fundamentals of Reading

- Integrate an information (cueing) system that includes meaning (semantics), structure (syntax), visual (graphophonic), and pragmatics (schematic) to make meaning from text.
- Gain understanding by applying reading strategies of monitoring, searching, confirming, cross-checking, rereading, and self-correcting.
- Employ comprehension strategies before, during, and after reading text using schema, annotating, questioning, visualizing, drawing inferences, determining importance, summarizing, and synthesizing.
- Use metacognition to monitor meaning and adjust strategies while reading.
- Notice and analyze the styles and techniques authors use to help readers construct meaning.

Principles of Reading (P)

Standard 1: Demonstrate understanding of the organization and basic features of print.

KINDERGARTEN	GRADE ONE	GRADE TWO
1.1 Follow words from left to right, top to bottom, and front to back.	1.1 Recognize the distinguishing features of a sentence.	<i>1.1 Students are expected to build upon and continue applying previous learning.</i>
1.2 Recognize that spoken words are represented in written language by specific sequences of letters.	1.2 Students are expected to build upon and continue applying previous learning.	
1.3 Understand that words are separated by spaces in print.	1.3 Students are expected to build upon and continue applying previous learning.	
1.4 Recognize and name all upper- and lowercase letters of the alphabet.	1.4 Students are expected to build upon and continue applying previous learning.	

Standard 2: Demonstrate understanding of spoken words, syllables, and sounds.

2.1 Recognize and produce rhyming words.	2.1 Distinguish long from short vowel sounds in spoken single-syllable words.	<i>2.1 Students are expected to build upon and continue applying previous learning.</i>
2.2 Count, pronounce, blend, and segment syllables in spoken words.	2.2 Orally produce single-syllable words by blending sounds, including consonant blends in spoken words.	<i>2.2 Students are expected to build upon and continue applying previous learning.</i>
2.3 Blend and segment onsets and rimes of single-syllable spoken words.	2.3 Isolate and pronounce initial, medial, and final sounds in spoken single-syllable words.	<i>2.3 Students are expected to build upon and continue applying previous learning.</i>
2.4 Isolate and pronounce the initial, medial, and final sounds in a three-phoneme word.	2.4 Segment spoken single-syllable words into their complete sequence of individual sounds.	<i>2.4 Students are expected to build upon and continue applying previous learning.</i>
2.5 Add or substitute individual sounds in simple, one-syllable words to make new words.	<i>2.5 Students are expected to build upon and continue applying previous learning.</i>	

Standard 3: Know and apply grade-level phonics and word analysis skills when decoding words.

3.1 Produce one-to-one letter-sound correspondences for each consonant.	3.1 Demonstrate the sound correspondences for common consonant blends and digraphs.	3.1 Use knowledge of r-controlled vowels to read.
3.2 Associate long and short sounds of the five major vowels with their common spellings.	3.2 Use knowledge that every syllable must have a vowel sound to determine the number of syllables in words.	3.2 Use knowledge of how syllables work to read multisyllabic words.
3.3 Read regularly spelled one-syllable words.	3.3 Read a two-syllable word by breaking the word into syllables.	3.3 Read irregularly spelled two-syllable words and words with common prefixes and suffixes.
3.4 Distinguish between similarly spelled consonant-vowel-consonant patterned words by identifying the sounds of the letters that differ.	3.4 Use final-e and common vowel team conventions to read words with long vowel sounds.	3.4 Use and apply knowledge of vowel diphthongs.
3.5 Read common high-frequency words.	3.5 Read words with inflectional endings.	3.5 Use and apply knowledge of how inflectional endings change words.
3.6 Recognize grade-appropriate irregularly spelled words.	3.6 Recognize and read grade-appropriate irregularly spelled words.	3.6 Recognize and read grade-appropriate irregularly spelled words.

Standard 4: Read with sufficient accuracy and fluency to support comprehension.

4.1 Read emergent-reader texts with purpose and understanding.	4.1 Read grade-level texts with purpose and understanding.	4.1 Read grade-level texts with purpose and understanding.
4.2 Read emergent-reader texts orally with accuracy, appropriate rate, and expression.	4.2 Read grade-level texts orally with accuracy, appropriate rate, and expression on successive readings.	4.2 Read grade-level texts orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.
4.3 Use picture cues to confirm or self-correct word recognition and understanding.	4.3 Use context to confirm or self-correct word recognition and understanding rereading as necessary.	<i>4.3 Students are expected to build upon and continue applying previous learning.</i>

Meaning and Context (MC)

Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.

KINDERGARTEN	GRADE ONE	GRADE TWO
5.1 With guidance and support, ask and answer who, what, when, where, why, and how questions about a text; refer to key details to make inferences and draw conclusions in texts heard or read.	5.1 Ask and answer who, what, when, where, why, and how questions to demonstrate understanding of a text; use key details to make inferences and draw conclusions in texts heard or read.	5.1 Ask and answer literal and inferential questions to demonstrate understanding of a text; use specific details to make inferences and draw conclusions in texts heard or read.
5.2 With guidance and support, ask and answer questions to make predictions using prior knowledge, pictures, illustrations, title, and information about author and illustrator.	5.2 Make predictions using prior knowledge, pictures, illustrations, title, and information about author and illustrator.	5.2 Make predictions before and during reading; confirm or modify thinking.

Standard 6: Summarize key details and ideas to support analysis of thematic development.

6.1 Describe the relationship between illustrations and the text.	6.1 Describe the relationship between the illustrations and the characters, setting, or events.	6.1 Use information gained from illustrations and words in a print or multimedia text to demonstrate understanding of its characters, setting, or plot.
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Standard 7: Analyze the relationship among ideas, themes, or topics in multiple media and formats, and in visual, auditory, and kinesthetic modalities.

7.1 With guidance and support, retell a familiar text; identify beginning, middle, and end in a text heard or read.	7.1 Retell text, including beginning, middle, and end; use key details to determine the theme in a text heard or read.	7.1 Retell the sequence of major events using key details; determine the theme in a text heard or read.
7.2 Read or listen closely to compare familiar texts.	7.2 Read or listen closely to compare and contrast familiar texts and texts in author and genre studies.	7.2 Read or listen closely to compare and contrast multiple versions of the same story; compare and contrast texts in author and genre studies.

Standard 8: Analyze characters, settings, events, and ideas as they develop and interact within a particular context.

8.1 With guidance and support, read or listen closely to: a. describe characters and their actions; b. compare characters' experiences to those of the reader; c. describe setting; d. identify the problem and solution; and e. identify the cause of an event.	8.1 Read or listen closely to: a. describe characters' actions and feelings; b. compare and contrast characters' experiences to those of the reader; c. describe setting; d. identify the plot including problem and solution; and e. describe cause and effect relationships.	8.1 Read or listen closely to: a. compare and contrast characters' actions, feelings, and responses to major events or challenges; b. describe how cultural context influences characters, setting, and the development of the plot; and c. explain how cause and effect relationships affect the development of plot.
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Language, Craft, and Structure (LCS)

Standard 9: Interpret and analyze the author’s use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts.

KINDERGARTEN	GRADE ONE	GRADE TWO
9.1 With guidance and support, identify the literary devices of repetitive language and the sound devices of rhyme, onomatopoeia, and alliteration; identify when the author uses each.	9.1 Identify the literary devices of rhythm, repetitive language, and simile and sound devices of rhyme, onomatopoeia, and alliteration; explain how the author uses each.	9.1 Identify the literary devices of simile and metaphor and sound devices; explain how the author uses each.
9.2 With guidance and support, identify how an author’s choice of words, phrases, conventions, and illustrations suggest feelings, appeal to the senses, and contribute to meaning.	9.2 Identify how an author’s choice of words, phrases, conventions, and illustrations suggest feelings, appeal to the senses, and contribute to meaning.	9.2 Explain how words, phrases, conventions, and illustrations communicate feelings, appeal to the senses, influence the reader, and contribute to meaning.

Standard 10: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.

10.1 With guidance and support, ask and answer questions about known and unknown words.	10.1 Ask and answer questions about known and unknown words.	10.1 Use context to determine the meaning of words and phrases.
10.2 With guidance and support, identify new meanings for familiar words and apply them accurately.	10.2 Identify new meanings for familiar words and apply them accurately.	10.2 Determine the meaning of a newly formed word when a known affix is added to a known word.
10.3 With guidance and support, use inflectional endings and affixes to determine the meaning of unknown words.	10.3 Use inflectional endings and affixes to determine the meaning of unknown words.	10.3 Use a base word to determine the meaning of an unknown word with the same base.
10.4 With guidance and support, identify the individual words used to form a compound word.	10.4 Identify the individual words used to form a compound word.	10.4 Use the meanings of individual words to predict the meaning of compound words.
10.5 With guidance and support, use print and multimedia resources to explore word relationships and nuances in word meanings.	10.5 Use print and multimedia resources to explore word relationships and nuances in word meanings.	10.5 Use print and multimedia resources to determine or clarify the precise meaning of words or phrases.
10.6 With guidance and support, use words and phrases acquired through talk and text; explore nuances of words and phrases.	10.6 Use words and phrases acquired through talk and text; explore nuances of words and phrases.	10.6 Use general academic and domain-specific words and phrases acquired through talk and text; explore nuances of words and phrases.

Standard 11: Analyze and provide evidence of how the author’s choice of point of view, perspective, or purpose shapes content, meaning, and style.

11.1 Identify the author and illustrator and define the role of each.	11.1 Identify the author’s purpose—to explain, entertain, inform, or convince.	11.1 Identify and analyze the author’s purpose.
11.2 Identify who is telling the story, the narrator or characters.	11.2 Distinguish who is telling the story at various points in a text, the narrator or characters.	11.2 Recognize differences between the points of view and perspectives of the narrator and various characters.

Standard 12: Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader.

12.1 Recognize and sort types of literary texts.	12.1 Classify literary texts according to characteristics of a genre.	12.1 Describe the overall structure of a narrative including how the beginning introduces and the ending concludes the action.
12.2 Recognize the crafted text structure of recurring phrases.	12.2 Recognize how the author uses crafted text structures of recurring phrases and dialogue.	12.2 Recognize characteristics of crafted text structures such as diary, seesaw texts, and circular texts.

Range and Complexity (RC)

Standard 13: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect and respond to increasingly complex text over time.

KINDERGARTEN	GRADE ONE	GRADE TWO
13.1 Engage in whole and small group reading with purpose and understanding.	13.1 Engage in whole and small group reading with purpose and understanding.	13.1 Engage in whole and small group reading with purpose and understanding.
13.2 Read independently for sustained periods of time to build stamina.	13.2 Read independently for sustained periods of time to build stamina.	13.2 Read independently for sustained periods of time to build stamina.
13.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers.	13.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers.	13.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers.